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THE CEA CRITIC

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GHQ and Field Trip Notes

Displacements

Briefing: Dr. Charles E. Odegaard, Executive Director, ACLS: The extent of the damage done this year is not known. Comprehensive reports are being compiled. Their value will be largely historic. By the time they are issued, the situation on which they are based will have changed. Field trips for spot checking are sorely needed. Whatever information and impressions can be gleaned on field trips are so much to the good.—Dr. Arthur Adams, President, American Council on Education: In estimating the damage done by recent dislocations, don't forget to take into account increased size of classes at institutions which have dropped more instructors than actual declines in enrolments have warranted, but which have not secured sufficient replacements to maintain the hitherto prevailing "norms."

Notations

Drops in enrolment have not been so great as expected (but in this there are wide variations from institution to institution: no dismissals to 50 per cent dismissals). Displacements have not been so numerous as expected even though they have been more extensive than turned out to be necessary.

Teachers let go fall into several categories: (1). those voluntarily withdrawing for further study, with the understanding that, eventually, they will (or will not) return; (2). those who have taken jobs writing for the "government" or for the armed forces (some teaching, too), or to become full-time wives and mothers; (3). satisfactory and "sub-marginal" carry-overs from the post-war veterans' "bulge" (it was stressed, often, that many of the teachers then taken on have proved altogether satisfactory); (4). help understood by employer and employee to be temporary; (5). teachers considered desirable as permanent staff members and wanting to be such, yet dropped because "some people had to go and they were the logical ones to go since they were the most recent additions to the department."

Most of the displaced teachers reported are of the rank of instructor. Often they have been described as among the more lively, better prepared, more productive, more promising of the department personnel. Seniority rather than promise and sustained performance at a high level seems to be the deciding factor, most often, in questions of retention or dismissal.

The attitude toward these displacements is "ambivalent." In so far as they have been removing sub-marginal teachers and other misfits from the profession, they have been welcomed. In so far as they have been depriving departments of much of their youthful energy and of some of their more promising younger teacher-scholars, they have been regarded as a serious threat.

Concern has often been expressed about young people just out of the graduate schools, with high records and strong recommendations, with zeal for an academic career, who are not finding even an initial toehold in the profession for which they have prepared so long and hard, and in which, under normal circumstances, they would have every right to expect, as a matter or course, fruitful careers.

Impatience has often been expressed with the view that the problem will be solved by the oncoming population "bulge". While it has been admitted that this might have merit as a long-range view, it has been regarded as essentially short-sighted. It has been pointed out that this wave of increased population will not reach the colleges and universities for at least five years, and that, in the interim, (1). many, if not most, of the now displaced English teachers will be permanently lost to higher education: (2). there will be an inadequate supply of oncoming English majors to take care of the needs that will then become acute.

As Dr. Adams has predicted, there are some instances where, because of larger enrolments than expected, and because faculty replacements have been inadequate, classes in freshman composition and in sophomore literature are larger than "normal"; but only two or three cases of extreme distortion in size of class are in the notes.

Replacements

Where replacements have been provided, they have often been temporary, part-time: retired professors hastily and more or less willingly pressed into service; faculty wives who, at one time or another, have done some English teaching — not necessarily in college — and who have been taken on as part-time instructors to handle a section or two of composition or "Eng. Lit. Survey", or "World Lit."

Some of these replacements are no doubt superior. Yet the prevailing opinion is that, taken all in all, this means a lowering of our professional standards and hence harm to the status of our profession. For the most part, those who have told that they have met the emergency needs by such replacements do not seem to be aware of the negative implications of what they have done. Unintentionally, no doubt, they have been encouraging the popular stereotype that *anyone* can teach English; and this stereotype is all too prevalent to receive added impetus from within the profession.

Proximates and Ultimates

To account for the psychological and strategic harm done the college English profession during the present crisis exclusively in terms of the current emergency would be to over-simplify enormously what is the outcome of a number of complexly interrelated factors, historic and contemporary, economic and cultural. Among them are: (1). chronic production of more new college English teachers than can be absorbed within the American pattern of higher education as it has existed (but not as it should ideally be); (2). the general crisis in the humanities; (3). the failure of the English profession to make effectively clear the essential services it tries to render (deficiency in "public relations").

These are additional to such pervasive factors as (1). the increasingly severe drop in *real* income of college teachers; (2). increasing pressures toward curtailment of academic freedom and toward standardizing classroom procedure, as well as toward time-clock punching concepts of the worth of college teachers; (3). national and international tensions; (4). pervasive ideological, philosophical, moral, and religious tensions and dislocations (the adjectives are intentionally overlapping).

Symptomatic Suspicions and Fears

The damage done to professional morale among college English teachers shows itself in the suspicions and fears which they often express in private, off the record. There is the suspicion that, in dismissing teachers, colleges have fallen back upon "necessity, the tyrant's plea" to force economies not called for by the actual or probable situation. There is the feeling that where education in the humanities is welcomed, it is often viewed as "cheap" education — cheap in the sense that, with relatively small expenditure on plant and equipment, large numbers of students can be "processed" in large lecture classes in the humanities. Such low-cost, large-scale "education", English teachers feel, is often used as a convenient counterpoise to high-cost "education" in the same institutions—say, in technological fields, where classes often have to be almost on a tutorial basis, and where large quantities of very costly equipment have to be housed in correspondingly costly structures, and where servicing and maintenance costs, too, are very high.

There is the feeling, among college English teachers, that they and their fellow teachers of the humanities are being used to provide institutional instructor-student ratios acceptable to those concerned with maintenance of wholesome teaching conditions and, at the same time, to provide over-all student-traffic figures congenial to economy-minded regents or legislative committees on budget (for state-supported institutions).

To these is to be added the frustrating sense so often experienced by teachers of English and other humanities, of American impatience with the "intangibles" of humanistic value and suspicion or scorn of the man of the word (the Logos!) and the man of the book.

To what extent do these doubts and anxieties, these suspicions, resentments, and fears correspond to objective reality — in the present situation? In the shape of things to come?

Splintering Tendencies

There is a disturbing awareness, among many college English teachers, of the "splintering tendency" in the composite of more or less closely related studies conventionally called "English." Basic communications courses are breaking away to set up their own organizational units responsible directly to the "Administration". True, "English" instructors are still used in these courses, but it is often privately admitted that this is done through necessity or for reasons of diplomacy and expediency and to fill the gaps until "properly trained" teachers of communications are available in sufficient numbers. In some institutions, American studies are fast moving to autonomy outside the English departments.

The same holds true for studies variously called "Comparative Literature", "World Classics", "World Literature", "World Masterpieces", "Readings in the Humanities", "Introduction to the Humanities", and so on. Where these courses are given in English departments and by English teachers, there is often much soul-searching as to whether English teachers are not doing violence to their own professional integrity and short-changing their students in thus allowing themselves to be set up as professors of *Allerlei Wissenschaft*.

Curricula in "General Education," too, are tending to draw within their own autonomous orbit, courses which have traditionally been given as English offerings (*cf.* English A at Harvard). This often appears both where the General Education curriculum is centered in the traditional humanities and where it is under the aegis of the "socialized curriculum." Speech, the theatre arts, and courses in journalism and in radio writing have, in many places, severed all or most of their ties with the discipline called "English."

Small wonder that many English teachers feel themselves to be under Sivanic domination, where "Whirl is King, having driven out Zeus." Shall they let this splintering process go unchecked? If so, what, eventually, will be left of their profession? If they are to resist the disintegrating tendency, if they are to try to reverse the process and achieve a fresh synthesis of the "corpus" called "English" (shades of Milton's *Areopagitica* and the Isis-Osiris myth!), what will serve as a sufficiently comprehensive and dynamic unifying principle? The very tradition of the humanities?

If so, specifically what is that, and how may it be re-activated to an effective job of vital educational synthesis? How may it be revised, without loss of its essential nature, so as to be made effectively relevant to the educational and cultural needs of the United States in 1952? Is the study of language itself to serve as this principle of vital synthesis? Is this sufficiently comprehensive? Is it sufficiently dynamic? Does it afford adequate cultural sustenance and inspiration?—M.H.G.

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BRUCE DEARING

National Meeting More Light Than Heat

Two currents of debate are now channeled toward the 1951 national CEA meeting. One was set in motion by George S. McCue's review of Ralph Allen's *English Grammar* (American Book Co.), in the March CRITIC, and by Prof. Allen's rejoinder, in the same number. Subsequent issues carried further statements pro and con conservatism in grammar and usage.

A second current now merged with the first. The supplement to the Sept. CRITIC was a combined reprint of Donald Lloyd's "Snobs, Slobs, and the English Language" and Jacques Barzun's "Retort Circumstantial," both of which had first appeared in the summer issue of *The American Scholar*. The Nov. CRITIC carried another retort to Lloyd — this one by Kenneth Knickerbocker and entitled "Linguisticians Spoiling for a Fight." Prof. Knickerbocker drove hard, too, against the "linguistic radicalism" of Robert Hall.

Meanwhile, some one came up with the idea: why not direct the excitement and energy of this debate into the national CEA meeting? Prof. Archibald A. Hill, secretary of the Linguistic Society of America, exclaimed, "Hurray for the idea!" From Oslo, where he is enjoying a Fulbright scholarship, Einar Haugen wrote: "I do wish to commend the idea and encourage you to go on with it." Result: Profs. Lloyd, Hall, Knickerbocker and Warfel were invited to speak at the national CEA meeting, and they all accepted.

Another current: At the Rocky Mt. MLA Conference, Prof. Albert Marckwardt showed how dialect atlas studies apply to the teaching of English. This led to his being asked to be moderator at the national CEA meeting. He would provide the balancing virtues of his expert knowledge and his seasoned wit. In spite of a crowded Detroit schedule, Dr. Marckwardt said he would serve.

Still another current: Mr. Walter R. Ryan, manager of the College Division of the American Book Co., had requested and received permission to provide his staff with copies of THE CRITIC communications discussing the Allen *English Grammar*, and this had led to a further project. Offset reproductions of these pieces were to be made, as were reprints of the front page of the Nov. CRITIC, announcing the national CEA meeting. Both items would be mailed to a comprehensive list of college English teachers. This has now been done.

Thus set up and publicized, the Detroit program should give light, as well as heat. It will provide a public proving ground on which to test the limits of accomodation between divergent or opposing convictions in a crucial area of our work.

NATIONAL CEA
DETROIT HEADQUARTERS
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DECEMBER 27-29

Where Do We Go From Here?

A few weeks ago, while in Washington, I interviewed officers of educational and research organizations on current dislocations in the profession and on the outlook for the immediate future. Of those with whom I talked, only one spoke with anything like optimism. He observed that recent dismissals have rendered a service in removing from the college field teachers taken on to meet the emergency of the veterans' "bulge," yet not really qualified for permanent jobs in higher education. As for the well qualified teachers now without jobs, or temporarily occupied outside the profession, he believed the oncoming wave of population increase would take care of them.

Most of the others were agreed in their anxiety about the immediate future. Here is a composite picture of their views. In terms of displaced college teachers, the humanities have been hardest hit, and, among them, English has had the worst of it. Because of changes in recruitment policies, and because of the decision to recall reservists from active duty, the situation will take a turn for the worse with an abruptness and a severity shocking to those now moving blissfully along on a "business as usual basis." American higher education is living on the edge of a volcano, which may erupt at any moment, with devastating effects on student enrolment and teaching personnel. The humanities are in an especially exposed situation.

The importance of a continued flow of students into and from the scientific and technical curricula is widely recognized as a defense measure meriting strongest support, particularly from government. The importance of a similarly maintained flow of students of the humanities is not thus spontaneously acknowledged. It has been only through unremitting and extraordinary efforts that thus far, if not in principle and practice, then at least on paper, a wavering support of education in the humanities, through public acknowledgment, has been secured. In the immediate future, it will be harder to gain such support.

My subsequent field trips into the Rocky Mt. area and Texas, together with later attendance at regional CEA meetings in Washington and Richmond, have confirmed the impression of serious psychological and strategic harm done the profession by the present emergency. Even among English teachers at institutions reporting "business as usual," there is widespread uneasiness and some deep anxiety concerning what the next phase of the emergency may do to their jobs, the size and make-up of their classes, their courses.

Their awareness of a large backlog of unemployed English teachers, to which many more additions will be made by the new crop of Ph.D's. next June, heightens their sense of insecurity. Conversely, the administrative attitude tends to develop that English teachers, as contrasted with scientists, technologists, and, to a lesser extent, teachers in the social studies, may be had "a dime a dozen" — on short notice, at the lower levels of rank and salary. This attitude is reinforced by the large numbers of applications for jobs in English which daily come to the desks of department heads, of deans and presidents.

Where do we go from here? To help answer these questions — or at least to clarify them if they cannot be answered, we have invited Raymond F. Howes, Staff Associate, American Council on Education, to join us at our national meeting, in Detroit; and Mr. Howes has accepted our invitation. What he says will have added value coming from one who, with Richard Armour, is co-author of *Coleridge the Talker*, and who has been himself a college English teacher. Mr. Howes has recently been assigned as ACE staff member to work with the committee of college presidents looking into intercollegiate sports. Perhaps this assignment is not altogether unrelated, by way of significant contrast, to the one he has agreed to fill at our CEA meeting.

M. H. G.

Any Comment?

If student teachers are to fulfill their future roles as educational leaders they must be prepared to take an active part in community life, Dean Ernest O. Melby of New York University's School of Education said yesterday in his annual report to James L. Madden, acting chancellor of the university.

Dean Melby asserted that schools of education must train their advanced students at the doctorate level for research and leadership in professional training. Such a program, he said, required vitalizing teacher education through actual experience and the fullest possible utilization of the community and total environment. Workshops were advocated as a practical approach to this end.

Dean Melby said that community leadership was demanded of teachers and that leadership ability could not be developed in a campus vacuum of bookishness.

(From *N. Y. Times*)

Dr. Sarah Blanding, president of Vassar College:

"The Liberal Arts curriculum seems the best yet devised within which the general education of the individual may take place when the quality of teaching is excellent."

O stand me massive, then,
Against all mortal evil;
Against my midnights when
My amorous devil

Shrives me as white as bone
And shrewdly winks me in
To the rituals that condone,
To the magic of more sin.

Or, when he shoulders over me,
Let heaven's tumbling dove
With bright wings hover over me
And put between us love.

From bread of stone and power
The eucharist of mammon,
Defend me at each hour
In penitential famine.

And should I like old Faust
Against You tower me,
Or money-lend my ghost
For science on a tree:—

Scatter me in anger,
Let my tongues bell wild;
Church me in the manger,
Save in me the Child.

ARNOLD KENSETH
So. Amherst, Mass.

Serious Shortage: Of Humanists?

—A serious shortage of college-trained men and women is developing, particularly in the fields of science and engineering.

Sixty representatives of industry, education, the sciences and government, meeting at Edison's former home, Glenwood, in Llewellyn Park, heard that the nation's educational and technological progress would be hampered unless the high number of school and college "drop-outs" were curbed and more young persons recruited.

Dr. Dael Wolfle of the Commission on Human Resources and Advanced Training, which was set up by the major research councils in education, the natural and social sciences and the humanities, declared that the growing population and rapid technological changes of recent years had "heightened the demand for experts in many fields."

The need for engineers, scientists and other college-trained specialists, he said, was high "and will continue high." Physicians and nurses are in short supply, and the post-war rise in the birth rate has increased the demand for elementary and secondary teachers, he observed.

At a time when many more graduates are needed, he noted, college enrollment is expected to decline because of the lower birth rate of the depression years and the inroads made by the armed services and industry.

Estimates by the commission, he continued, indicate that of all the children who start school, about 88 per cent finish elementary school, 55 per cent complete high school, 22 per cent enter college and only 10 per cent complete college.

Of the superior students—those who are in the upper third of the group in terms of intelligence—virtually all finish the eighth grade, 80 per cent are graduated from secondary school, 40 per cent start college and 20 to 22 per cent complete their college programs, he said.

(From *N. Y. Times*, Nov. 13, 1951)

The Best of Hawthorne

Edited by MARK VAN DOREN,
Professor of English, Columbia University

HERE IN ONE VOLUME is the artist Hawthorne whom the world continues to read and respect. *"An excellent selection, it is one of the general profits of Van Doren's fine understanding of a great American author. The editing is sensible and sensitive. It is pleasant to find an editor supplying what is helpful without crowding the teacher out of the classroom. The student should have triple profit from Hawthorne, Van Doren, and his own instructor."* Professor Norman Holmes Pearson, Yale University. *"The annotations and introduction by Van Doren are alone worth the price of the book."* Professor James Prins, Hope College. 436 pages. $2.50

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Faculty Salaries: They Also Ran

I doubt if many people realize the extent to which Yale and her sister universities have suffered from inflation. I have before me a report of the Commission on Financing Higher Education which calls inflation "the greatest financial peril confronting higher education in the United States today" and warns that our colleges and universities are facing "crippling deficits" or "drastic curtailment of services indispensable to the public interest." This warning was sounded in April, 1951. Since then the cost of living has continued to climb until it now stands 86 per cent above 1940.

This has left faculty salaries far behind — so far, that in spite of salary increases of 40 or 50 per cent through the nation at large, college teachers have suffered a net reduction in living standards since 1940 of about 25 per cent. Industrial wages meanwhile have more than kept pace with the cost of living. Between 1940 and 1951 the hourly earnings of workers in manufacturing increased by 138 per cent. At Yale, as elsewhere, the wages of our operating and maintenance staffs have left our teachers' salaries in the lurch. Between 1940 and 1951 the wage scales for operating and maintenance employees at Yale doubled, while the average salary of faculty members rose only about one-third, as follows:

	Percentage Increase 1940 *to* 1951
Cost of living index	86
Hourly wages of all manufacturing workers, U. S.	138
Faculty salaries, all institutions	40-50
Hourly wages, Yale operating and maintenance employees	100-110
Faculty salaries, Yale	32

Incomes of college teachers have also fallen behind those of other professional people. Between 1940 and 1948 the average dollar income of doctors and dentists more than doubled, while that of lawyers rose by 85 per cent. In 1948, to quote from the Commission's statement, "the average income of doctors was about two and one-half times and that of lawyers about two times the average income of college teachers."

Government and industry vie with these professions in out-bidding the universities for the service of young men and women with professional training. Government positions now offer considerably more, and industrial positions very much more, than the universities are offering to men of comparable training and ability. Until we put this situation to rights we fail to do justice to our faculty. We run the risk of losing it piecemeal to other occupations, and — a fact we are prone to overlook — we fall ever farther behind in the competition for able recruits to the teaching profession. In other words, we suffer the serious impairment of the most vital of all our resources: the men and women whose inspired teaching and scholarship quickens the whole process of higher education into life . . .

ALFRED WHITNEY GRISWOLD
The Report of the President to the Alumni, Yale University, 1950-1951

CEA Abroad

October 28, 1951

Thanks to the kind favor of you and Dr. French I could enjoy a pleasant as well as profitable day throughout the whole program of CEA New England Meeting yesterday. I cordially thank you for your special arrangement for me.

During the meeting I was presented with a copy of THE CEA CRITIC vol. XIII — No. 7 and read Dr. Dearing's essay "The Tygers of Wrath and the Horses of Instruction" with great interest and appreciation. Though the essay may be intended to the American teachers, I am sure my fellow-teachers in Japan will be greatly encouraged and inspired by reading it. They are suffering, in the present world situation, from the same perplexity and anxiety of a teacher and scholar. If I could be given the permission of your association and Dr. Dearing, I should like to translate it into Japanese and contribute it to some periodical read by college and university teachers in Japan. I shall be very glad if you will kindly inform me of your answer, and, in case favorable, of the necessary procedure I should complete.

Sincerely yours,
SHIKO MURAKAMI
Harvard University

(*Editor's Note*: *Prof. Murakami has been assured of full approval of his project by THE CEA CRITIC and Prof. Dearing*).

Like As A Preposition

There are certain niceties of usage that some of us prefer to maintain, especially when violation of them involves bad logic. But, in striving to preserve these decencies, we sometimes fall over backwards into a logical inconsistency ourselves. Such is the situation with *like*. The rule states that *like* should never be used as a conjunction. The implication is that *like* should be used as a preposition. (Of course, originally *like* was an adjective in such a statement as "He seems like a good fellow." That is, the statement for analysis might be "He seems like unto a good fellow," in which *like* functions as an adjective and *fellow* becomes the object of the supplied preposition *unto*. But most grammarians today accept *like* as a preposition and regard *fellow* as its object.)

Yet, if we accept *like* as a preposition, why may not the preposition *like* take a noun clause as its object just as other prepositions so frequently do? In "We will talk now about what we shall do tomorrow" most grammarians regard the clause *what we shall do tomorrow* as a noun clause the object of the preposition *about*. May we not, with logical consistency, then regard the clause following *like* as a noun clause the object of *like* used as a preposition — "It looks like it might rain tomorrow?" "That dog acts like he was lost" could then be regarded as acceptable in grammar.

It might be well, therefore, if we stopped fighting against what some regard as an incorrect use of *like* and devote our time to more important matters.

RAYMOND W. PENCE
De Pauw University
Greencastle, Ind.

The New Criticism

The New Criticism does not seem to me to be anything really new; or if there is something new in it, it is only a new emphasis on something very old. The demand is made that before any opinion is expressed about a poem, or other verbal work of art, the meaning be thoroughly understood. It does not seem to me an improper demand that explication come first. I am quite willing to admit that in *teaching* literature we may pay great attention to biographical details, to dates, and to origins. But a poem is a poem, and it may be discussed profitably even in the absence of external information — as must be the case with some ancient authors. Biographical and local details may be of interest, may be discussed with relish and amusement. But unless we have some connection between such details and serious literary work, we should recognize the fact that these details are peripheral. On the other hand, any criticism that ignores exact information about the meaning of a masterpiece is of slight value. "It sounds beautiful," you say, and indeed Sappho's *Ode to Aphrodite* does that even if you don't understand a word of it, in the original. But we can have no respectable appreciation without full comprehension, or at least an approach thereto.

To give an example, it is exceedingly important to know that for Goldsmith a "vacant mind" meant a "mind at ease" rather than stupidity. From a critical (not necessarily a classroom) point of view, the information that "Goldy" did not inspire confidence as a medical man is of little value. It is of critical value to know that Poe's "Helen" *had* close curled "hyacinth hair," for it is referred to in a poem. The date Poe grew a moustache has no literary implications. I salute the New Critics. I suppose, like Servius on Vergil, I'm one of them.

T. O. MABBOTT
Hunter College
New York City

January

Oral Interpretation

CHARLOTTE I. LEE

a plan for preparation and presentation based on sound objective analysis of the material together with an intelligent use of the instruments of communication, body and voice — with emphasis on honest communication of the author's full purpose

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I'VE BEEN READING

J. GORDON EAKER, Literary Editor
217 Audley Street, South Orange, N.J.

Our Language. Simon Potter. Pelican Books A227.

A scholar may understandably raise an eyebrow over any popular study of language. But anyone who starts reading *Our Language* is almost certain to finish it with the conviction that Mr. Potter's book is every bit as good as Jespersen's *Growth and Structure of the English Language* and less finicky than Greenough and Kittredge's *Words and their Ways.* Unlike those earlier classics this book sells for thirty-five cents.

Mr. Potter grinds no axes. He does not think that salvation lies only in Basic English, Esperanto, or General Semantics. He presents the development of our language lucidly, with special emphasis on the sounds rather than the hieroglyphics. He pays careful attention to usage yet shrewdly observes:

> However persistently they may claim that they record the details of everyday usage and that they merely state how men do speak and not how they ought to speak, the fact remains that twentieth-century lexicographers, grammarians, and phoneticians are becoming the arbiters of good speech in spite of themselves. Usage is hailed as the criterion in theory. In practice the reputable handbook is accepted as the authority more than ever before.

Being an Englishman, the author has some trouble with American words. "Wheelman" and "contact-rods" (p. 161) are certainly not in my active vocabulary. But such slips do not detract from the worth of the book.

Anyone with interest in communication could profit by *Our Language;* students in language courses should find it extremely helpful; and prospective English teachers should be given it as required reading.

GEORGE S. McCUE
Colorado College

A Hundred Years of English Literature. By Sherard Vines. London. Duckworth (New York: Macmillan). 1950. $3.50.

To the "Hundred Years Series," which includes a hundred years of psychology, English government, music, chemistry, astronomy, physics, economic development, and the British empire, Professor Vines, of University College, Hull, contributes a consideration of a century of English literature---the period, roughly, between 1837 and the present day. A great amount of reading and some critical acumen is shown by the author (himself, apparently, a poet as well as historian and teacher), who writes with a certain pungent humor; but the book, as a whole, recalls the *Concise Cambridge History of English Literature* in its approach to the subject matter. The author does, it is true, include the American literature of the century with the English, and deals sympathetically with us. There is a nostalgic and rather pathetic note in his final sentence (I shall not call it "pessimistic"): "Those writers who were fortunate enough to emigrate from this country [England] to America may indeed congratulate themselves; for it is to the United States, rather than to Britain, that we may be inclined to look for grandeur in the coming days." (Would T. S. E. agree?)

For me, the book falls between two stools. It is not for the student, who has not heard of most of the books mentioned in passing, and for whom the adjectives and brief comments will have little meaning, nor is it for the teacher, who will not agree with many of the opinions expressed, and who will be disturbed by the important omissions, which, like the typographical infelicities, I shall not list here—the reader can note them for himself. How many nineteenth-century literature courses have time for both American and English writers? Few teachers, I imagine, can use the volume as a textbook. — The index includes only names of writers mentioned; not subjects or titles of works. A "Table of Dates" at the end of the book stops with 1941 (though later material is dealt with in the text), and is notable for lacunae. Many death-dates are recorded in it—but not Kipling's or Virginia Woolf's; the short reign of Edward VIII is ignored; only three of Dickens's novels are listed. While Professor Vines notes that some death-dates have occurred since his bibliographies were compiled, he does not note in the text all that occurred before his book went to press; and his "select bibliography" can easily be supplemented by most teachers.

The drama to 1940 is dismissed in one chapter, in which many dramatists are ignored. The romantics and Victorians are given the first chapter, followed by "Poetry in the 1830's." "The pre-Raphaelites and After" precedes "Transcendental and Mechanic Flights"; then come chapters on the novel, nature, travel. After the drama chapter, already alluded to, come those on poetry from the mid-Victorian age, wit and humour (in which there are interesting comparisons of *Punch* with the *New Yorker*), Anglo-Irish writers, literature for children (where are the *Peterkin Papers?*), and the modern novel. A writer like Hazlitt is dismissed with a few scattered, casual references (while, on p. 16, Mr. Vines makes some comments on prize-fighters, he ignores "The Fight") and Lamb is similarly treated. Perhaps they lie outside the field of the volume. The essayists are not classified or segregated, as are novelists, dramatists, and poets.

If a second edition were to be called for, a revision could be made, and errors corrected. Many authors should stand out more clearly, and more might be included. As we have it, the book can hardly be used without much supplementary material; but some of Mr. Vine's comments are valuable and stimulating.

ROBERT WITHINGTON
Smith College
Northampton, Mass.

English Masterpieces. Edited by Maynard Mack, Leonard Dean, William Frost. Prentice Hall. 1950. $7.50 for set.

English Masterpieces is issued in seven small and sufficiently inviting hard-bound volumes — single columns, adequate type and paper. The cost of the series and of individual volumes is commendably moderate. Here is an occasion for cheers. It is no small achievement to lift the curse of outrageous format from a course which reaches many thousands of students every year.

Knowingly, the editors abandoned the snippety, eclectic approach which shaped most of our earlier anthologies. "These volumes," in the words of a note for readers, "present a carefully proportioned collection of writings in English from Chaucer to the present, which are primarily valuable as literary works of art. Writings in the less imaginative modes have been almost entirely excluded. . . ." We are given poetry — narrative, epic, dramatic, satiric, lyric; a mock-opera in prose and verse, *The Beggar's Opera;* and prose in Swift's *Gulliver's Travels,* several of his essays, and Milton's *Areopagitica.* The title *masterpieces* is merited. The writings chosen are distinguished, and there are no snippets.

The short introductions to periods do not neglect general history but stress chiefly those insights which bear directly upon literature. Introductions to the individual writers judiciously blend the concepts and techniques of the New Criticism with the eclecticism of the literary and general historian. It is hardly necessary to remark that the editors are scholars as well as critics.

For the instructor who shies away from every aspect of the New Criticism, the reading of Professor Mack's introduction to John Milton, especially the treatment of the great epic, will be an illuminating experience. Writing superbly of Milton's imaginative embodiment of Hell, Heaven, and Earth, the editor is, I suppose, thinking and feeling as a formalist — and a good one. Yet within the same introduction, he also employs skilfully the tools of the biographer, the literary historian, and the student of ideas. Most important, he has written an introduction which will, I believe, truly help both student and instructor. The Frost and Dean essays frequently attain the same high level of excellence and utility.

English Masterpieces has many merits, but ultimately it must stand the test of student judgment of the works selected. At this point I begin to have doubts. If the course is the entire seven-volumes and nothing else, it could be a disappointment. To cite only one reason: we should be giving the student entirely too much of poetry in one form or another. If, however, we follow the editor's hint — "Separate reprints of prose fiction may be used to supplement the last three volumes of the set" — we might contrive a plausible program. But the collection will be most useful to us if we choose only three or four of the seven volumes and then use our own knowledge of students and texts to assemble a course which will do what we want it to do — say, to interest some students in literature.

We should be grateful to editors and publisher for a series which is in itself a rather bold experiment; we should be more grateful for their implied invitation to use our wits in making the best use of the series.

For the anthology system has limitations which no team of editors and publisher can transcend. The bulky anthology is a heavy risk for the publisher. It must succeed; that is, it must be chosen by many instructors, most of whom rarely consult student opinion. In short, it must be something of a book for students, much more a book for the professional student of literature. Nor have we any right to expect a book for students until we, the instructors, have honestly explored the question: What literature is a late adolescent of this culture ready—or almost ready — to enjoy and understand?

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1951 578 pages $3.50

HENRY HOLT & COMPANY
257 Fourth Ave., New York 10

I've Been Reading (Continued)

Milton and Melville. By Henry F. Pommer. University of Pittsburgh Press.

Teachers of Great Books courses that include *Paradise Lost* and *Moby-Dick* will find Henry F. Pommer's analytical concordance, *Milton and Melville*, of great interest. Pommer's point is that Milton was the third most important literary influence on Melville — the other two being Shakespeare and the Bible. The pithiest part of the study, a discussion of the Satanism of Captain Ahab, expands casual remarks of W. S. Gleim, W. E. Sedgewick, H. A. Murray, and others. Pommer is careful in his judgments. Although, as he makes clear, "Melville's attitude towards Ahab is closer to that which Satan urges on Eve and for all right rebels," the romantic attitude towards evil implicit in Ahab's outlook is one which "Blake and Shelley had preceded Melville in holding and which still has wide popularity. . . ."

Nor does Pommer wince at difficulties: "May it be," he asks, "that the whale, not Ahab, is a metamorphosis of Satan, whereas Ahab is an agent of God?" A weak-spot of the analysis may be present in the attempt to use the common denominator of Satanic "cold objectivity" to link the congenital malice of Jackson, Bland and Claggart with Ahab's heaven-storming, monomaniac search for the meaning of evil.

Pommer seems to open up a rich vein at the beginning of his study with the statement that Melville enjoyed the Milton "who was a fellow champion of intellectual and civil liberty, a brother patriot who loved his country enough to criticize it heartily;" but the pay-dirt here turns out to be poor, consisting only of Melville's having marked passages from *Areopagitca* in Disraeli's *Curiosities of Literature.*

SIDNEY KAPLAN
University of Mass.
Amherst

AN INTRODUCTION TO RESEARCH IN ENGLISH LITERARY HISTORY

Chauncey Sanders

Here is one of the most complete guides any student could find on the methods, tools, and pitfalls of scholarly research. Although the examples illustrating methods of research are all taken from English and American literature, the basic principles outlined should be of assistance in any type of thesis project in the field of humanities. **Coming in January, 1952**

The Macmillan Co. N.Y.

William Dean Howells. Edited by Clara and Rudolph Kirk. American Writers Series. American Book Co. 1950. $3.

This edition is invaluable for the introduction and bibliography alone, whatever reservations one may have about the selections that follow.

Like so many of the introductions in this excellent series, this one is itself a fresh contribution, as well as a guide to students who want to do wider reading in Howells' criticism and in his own writings. The introduction, for which the editors have drawn heavily on unpublished material in the Houghton, Huntington, and New York Public Libraries, covers 167 pages, and is followed by a bibliography of 31.

What strikes one as the weakness of this volume is the disproportionate length and detail of the introduction in relation to the selections from Howells' novels. On the one hand the student has otherwise unavailable material such as the advanced scholar would welcome, and on the other only snippets from the novels. Yet any serious study of Howells would seem to demand the reading of one or more complete novels. Selected chapters are bound to obscure both the strengths and the weaknesses of a novelist's art. At least one whole novel, with chapters from one or two others, would have been preferable to three or four chapters from each of six. The fragmentary selections from the novels become the more surprising when we read in the Preface that "Howells should be studied first of all as a novelist." In contrast, the recent Random House edition of Howells, with an introduction by Henry Steele Commager, gives nothing of Howells' work except his novels, but has the merit of reprinting two of these complete — *Rise of Silas Lapham* and *A Modern Instance*, as well as *A Boy's Town* and *My Mark Twain.* Thus the two editions supplement one another, and are sure to further the revival of a writer of whom his friend Henry James wrote in 1912: "The critical intelligence . . . has not at all begun to render you its tribute . . . your really beautiful time will come."

ALVAN S. RYAN
Univ. of Notre Dame
Notre Dame, Ind.

English Institute Essays — 1950. Edited by Alan S. Downer. Columbia University Press. 1951. $3.

Eight of the sixteen papers read last year at the annual Columbia institute are printed here; they cover the assumptions of criticism, a critical approach to medieval literature, and William Blake. Papers from the fourth group on principles for the editing of texts appear in *Studies in Bibliography*, Volume 4, 1951-1952.

Interestingly enough, Edward Hubler pleads in "The Sunken Aesthete" for a reader's right to apply his own aesthetic feeling to a work and shows that so-called scientific critics do this very thing.

Each essay is readable and helpful. The English Institute, founded in 1939 to preserve "the mingling of the spirit of adventure with that of sound scholarship" probably produces, on the whole, as good literary scholarship as is to be found in America to-day.

J. G. E.

The Shakespeare Newsletter

Burges Johnson started something with the first *News Letter* of the CEA back in 1939. Since then, other groups have begun similar little sheets for the exchange of common interests. First to my knowledge was the *Johnson Newsletter* edited by James L. Clifford of Columbia University. Recently I received a copy of *Seventeenth-Century News*, edited by J. Max Patrick of Queens College (see the October CEA CRITIC). Now comes *The Shakespeare Newsletter*, born last March, published monthly September through May for $1.

The May and October issues illustrate its aim to digest Shakespeareana in every existing publication, to attempt scholarship without pedantry, and, within its limits of space, to interest every type of Shakespearean.

The October issue digests the Shakespeare papers read at this year's English Institute, the Stratford Lectures (four of 18 presented August 23 to September 1), and prints a rather modern and therefore pessimistic explanation of Hamlet's delay, by Harold R. Hutcheson of Lake Forest College. These caught my eye in addition to the readable reviews of periodicals in each issue.

J. G. E.

The Play: A Critical Anthology. Edited by Eric Bentley. Prentice-Hall.

This is by all odds the best anthology for the study of types of drama that has come my way in many years. Mr. Bentley has done the unusual thing: he has presented nine plays for reading and appreciation with a running commentary which insists on reminding us that while some plays may be good literature all good plays are first and foremost dramatic scores for performance by actors on a stage. Some of us may raise an eyebrow at his inclusions and wonder at his omissions — all anthologists must risk this reaction — but I doubt if any of us will fail to be impressed by Mr. Bentley's fresh approach to the drama as a creation which lives and breathes only in a theatre rather than on one's desk or in the closet.

Mr. Bentley's own analyses — at the end of each play — will be a source of pleasure to both the teacher and the student. Perhaps his tone is at times needlessly elementary and paternal ("Shakespeare presents a plot. . . ." "Evil is much the same today as yesterday.") but the perception is always acute and the sensitivity keen.

Mr. Bentley's suggested list of readings is short, but any teacher can add to it according to the needs of his class. More important than the list itself are the numerous references scattered in the introductions and analyses. They are a reflection of a mind which has absorbed much of the written drama of the world, has subjected it to careful study, and now gives off sparks of allusion, analogy, and contrast. The whole text of this book is interesting reading.

N. BRYLLION FAGIN
The Johns Hopkins University
Baltimore, Md.

In Defense of Gadgets

Though I fear to fall under condemnation as a maze-rat (see the "Gettysburg Address," October CRITIC), inasmuch as I am guilty of both an experimental handbook and an interest in visual aids, let me add just a word to Mr. Jackson's very sensible and practical remarks on the use of the opaque projector in teaching rhetoric. Call this a "testimonial," if you wish.

Currently I teach two sections of freshmen — one class in a room equipped with an opaque projector, the other class in a room equipped with only the traditional blackboard and offering no possibility of using an opaque projector. Not long since, I had occasion to assign a paper in three parts: (1) summary of a specified magazine article, (2) topic outline of a theme based on the article, and (3) theme. With the opaque projector I was able to show to the class a prepared summary with which they might compare their own summaries; then on the basis of the summary I showed a prepared sentence-outline of the article, moving into a new phase of study on outlines. Twenty to twenty-five minutes proved to be adequate time for discussion of these two examples. I might next have gone on to show student themes (as at certain other times I do), but instead I chose to spend the remainder of the period in an informal question-and-answer discussion of the article, from which I believe the class received a fair amount of profit.

In the other section, wishing to do as nearly as possible the same job on summary and outline, I was obliged to read the summary aloud, asking and answering questions as I went along; and the only really effective way to present the outline was to write it on the board. This procedure (the board-work particularly) consumed so much time that we were quite unable to branch out into the interesting and stimulating discussion experienced in the previous class.

I should like to ask, now, which of these two class periods was the more "mechanical?" Which actually gave both instructor and students more freedom? Which was more effective? The answer is pretty plain to me, at least. On any occasion that a projector can save me the time and labor of spreading my not-too-legible scrawl across a blackboard while the class dutifully (I trust) fixes its gaze upon my back, I am very thankful to have it.

We ought not to be too distrustful or contemptuous of what we think may be a "gadget" until at least we have given it a trial. There is a rational place for visual aids in teaching college English; and the sooner we of the profession find it out, the more effective we will be in the classroom, the less susceptible to the not infrequent charge of traditionalism and supercilliousness. (And if the reader doubts the occasional gravity of this charge, let him peruse and ponder the remarks on English teachers in Norbert Wiener's *The Human Use of Human Beings.*) Why should anyone pick a quarrel with an honest desire to do better work?

JOSEPH JONES
Univ. of Texas
Austin, Texas

REGIONAL CEA ACTIVITIES

Middle Atlantic

The 1951 fall meeting of the CEA, Middle Atlantic Group, took place at Howard University on the evening of November 9. Well over forty members were present. After an informal dinner in the University Cafeteria, the group moved to Douglas Hall, where the meeting was opened at 7:30 by group president Carl Bode. As host to the group, Dr. Ivan Taylor, chairman of the English Department at Howard, expressed the cordial greetings of his institution. Maxwell H. Goldberg, National Executive Secretary of the CEA, brought greetings.

The record will convey little notion of the interest and eager participation which made this meeting what the undersigned observer thought was a remarkably worthwhile occasion.

JOSEPH W. HENDREN
Western Maryland
Westminster

Visiting Fireman Reports

Under the title "The Instructor Looks at Freshman English" a panel made up of Francis Adams (Maryland) as protagonist, and Robert Moore (George Washington) and Charles Campbell (Howard) as chorus examined a Protean entity which is of first importance to all English departments, to the educational system, and to the community at large.

The claims of grammar, theme and report writing, speech, and aesthetics were argued, with some division of opinion. The concept of the course as a service course and as a net for English-majors-to-be, was proposed.

The question of reading as literature or as prose model was raised, in connection with the general question of whether the primary concern should be to teach the student to write acceptably, to read intelligently, to read with and for pleasure, or whether more than one aim can be served. Mr. Campbell spoke for an interest in oral as well as written communication, and for at least an effort in the direction of discriminating reading and the awakening of a critical sense; a member of the audience dismissed as grandiose any aim beyond instruction in clear, effective writing.

Illuminating judgments were passed on the nature and quality of instruction in the freshman course. It was generally agreed that (1) the graduate student has the advantage of recent and immediate acquaintance with the problems of the student, youthful vigor and enthusiasm, a fresh interest in his subject, and the disadvantage of inexperience; (2) the instructor has sometimes lost his enthusiasm for the course by the time he has acquired experience, particularly if he has discovered that an academic career is forwarded not by teaching but by research, and that teaching literature is both more prestigious and less demanding than teaching the freshman course; (3) the worst possible instruction is provided during emergencies by the professor who teaches the course once again after a lapse of twenty years; and (4) the ideal instructor is one who is interested in language as well as in literature, and who is assured promotion and a career within the field, rather than forced to regard his work with the course as apprenticeship or hackwork.

Among the hydras, the most noisome monster appeared as the widely accepted notion that the English department is responsible to the university for managing in one or two semesters to teach all students to read and write acceptably, without the rest of the university's accepting its responsibility to the English department of practicing or demanding the standards required within the freshman course.

The problem in freshman English as formulated by the panel seems to be to teach a grammar sufficiently conservative to escape being amorphous, but sufficiently liberal to be credible to the student in terms of contemporary usage; to win recognition and promotion for the staff of the course (as at some enlightened univ.) or to spread the teaching equitably among all ranks (as is presently done at smaller institutions like Western Maryland and Swarthmore); to agree upon some set of aims to give form to the course, and to strike a balance among the several modes of communication.

BRUCE DEARING
Swarthmore College
(Past President, Penn. CEA)

N. E. CEA

Officers elected at fall meeting (Oct. 27): Norman Pearson (Yale), pres.; Osborne Earle (Brandeis) and Roberta Grahame (Wellesley), vice-pres.; Howard Bartlett (MIT), sec'y-treas. Directors: Curtis Dahl (Wheaton); Warren Smith (Rhode Island), Ralph Williams (Trinity), Frederick Holmes (Northeastern), C. Harris Daggett (New Hampshire), Ruth Southwick Maxfield (Emerson), C. L. Barber (Amherst), Helen Randall (Smith), C. L. Weber (Colby).

Spring Meeting: Trinity. Program chairman, Ralph Williams, who invites suggestions as to topics and speakers.

Virginia-North Carolina

About sixty delegates attended the annual meeting of the Va.-N. C. CEA, at Westhampton College, Univ. of Richmond, Nov. 17. Prof. Margaret Ross, Westhampton College, presided at the morning session. Prof. C. A. Howell, of the Univ. of North Carolina, presented a paper on "The Bible in Non-Sectarian Colleges," and Prof. Marshall Fishwick, Washington and Lee, opened the discussion. At the same session, Prof. Robert Cooper, Roanoke College, gave a paper on "World Literature Courses," the discussion on which was opened by Prof. Stanford Webb, Randolph-Macon College.

Following luncheon, Dean Raymond B. Pinchbeck brought the official greetings of the University of Richmond, and himself an economist, paid tribute to the essential educational services the college English teacher renders: "In basic English courses, you have to carry too much responsibility. You do quite well. But you can't be expected to bear the full burden. Teachers in other subjects should share the responsibility with you."

Thomas Marshall, of Western Maryland, spoke briefly as national CEA director. Max Goldberg, gave a brief report. Samuel W. Stevenson, of the Univ. of Richmond, introduced the national CEA secretary. Regional president Carrington C. Tutwiler, Jr. (VMI) presided.

In the afternoon session Dean Marguerite Roberts, Univ. of Richmond introduced Frederick R. Pottle, who gave a lecture on "Boswell Revalued." A summary follows:

On the side of biography, the new Boswell papers, though adding an enormous amount of detail, do not change in any important fashion the conception of Boswell's character which serious scholars and critics have had since the publication of his letters to Temple (1857). The publication of the new papers (especially the journal) will probably alter radically the general or popular estimate of Boswell, which has remained pure Macaulay in spite of all the work done by scholars.

The public will come to see that though Boswell was vain, intemperate, and incontinent, he was also possessed of a good mind, was well educated, had superior family connections, and was endowed with a great literary gift, though a gift of a peculiar kind. It will come to see that Boswell was personally very attractive, and that he was more systematic, regular, and hard working in his profession than had been supposed. It will, in fact, come for the first time to realize that Boswell *had* a profession.

So far as scholars are concerned, the one important shift of view which the new papers will require is that of considering Boswell as primarily a journalist. All his significant books were quarried out of his journal. Though the *Life* will probably always be considered his greatest artistic achievement, scholars and critics will come to see that his *unique* achievement lies elsewhere.

Prof. Pottle then gave a literary analysis of the journal as a whole. In defining the quality of Boswell's art, he developed and illustrated the concept of Boswell's "plate glass" imagination.

The following new officers were elected: George F. Horner, Univ. of North Carolina, pres.; Charles Harding, Univ. of Virginia, vice-pres.; Jane Summerrell, Woman's College, Univ. of North Carolina, sec'y-treas.

Michigan CEA

In spite of cold and snow, the newly formed Mich. CEA had a good meeting on Nov. 3, at Michigan State Normal College, Ypsilanti. Officers elected to serve till the spring meeting: Carson C. Hamilton (Mich. State), pres.; Kathryn Robb (Marygrove), vice-pres.; Ralph N. Miller (West. Mich. College of Educ.), sec'y-treas. It was decided to add to the statement of purpose in its Constitution the expression within the dashes in the following: "to make more effective its belief that liberal education — in particular, that the mental and emotional discipline of English studies — is essential to the moral and intellectual progress of the modern world." The Program Committee, of which Kathryn Robb is chairman, is planning a survey regarding changes in English and foreign language requirements in Michigan.

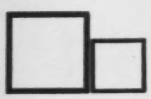
New York City CEA

Why do we not have a New York City regional organization of the College English Association? Surely not because one is not needed here, nor because of any lack of active, interested CEA members in this area. Perhaps the difficult problems of transportation from such widely separated colleges and universities as those in The Bronx, Brooklyn, Long Island, Manhattan, New Jersey, Queens and Staten Island have hampered the formation of such a regional organization in the past. Whatever the reason, plans are now afoot to organize a New York group of the CEA, and you are cordially invited to attend the organizational meeting.

This meeting will be held Saturday morning, December 8, from 10:30 to 12:30, at Pace College.

Yours for the Committee.

CARL LEFEVRE, Chairman



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Regional Activities (Continued)

Texas

Modern Maecenas

Under this caption the following editorial appeared in the *Dallas Morning News* for Oct. 26, 1951:

Pigskin demigods of the campus draw the spotlight of publicity in various ways, usually controversial. Perhaps the role the major college sport is least expected to play is that of patron of the arts. But as brilliant as a pay-off Fred Benners pass was the surprise play developed Wednesday when the Southern Methodist University athletic department sliced $100,000 off its next decade receipts to bolster the fortunes of the University Press. University athletic authorities are not expected to reason in terms beyond travel, equipment, training, coaching and results. But Athletic Director Matty Bell got completely out of bounds by thinking up an idea of investment in professors instead of halfbacks.

Southern Methodist University Press under John H. McGinnis and Allen Maxwell has made notable progress in its chosen field but its fiscal limitations are severe and the athletic gift will make possible many things to a new and growing operation that might otherwise be impossible.

The knowledge that the local university has enlarged facilities for academic publications is certain over the years to attract more and more educators to service at SMU.

Mr. Bell has had many athletic laurels in the past. He has just made the Professors' All-Southwestern.

Meeting: those interested in Ky.-Tenn. regional CEA activities, late afternoon, Dec. 28, Room 1317, Hotel Statler, Detroit. For details: Francis E. White, Asbury College, Wilmore, Ky.

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Teacher Certification

(The letter printed below should be of general concern to college English teachers.)

Have you seen a copy of *Tentative Proposals for Certification* prepared for use of Members of the Reviewing Panels? A perusal of it inspires the following summary for your information before you express your views to a Panel.

It seems that we of the CCTE and the English workshops have made some progress in our work with the TEA, but there is still much to be examined closely in the proposals.

It is proposed that colleges have their own programs of general education, consisting of "language, oral and written, literature," etc. Note that the term "Communications" is dropped, but "English" is not used.

When the fields that will be included in general education are named, however, the following items are listed on pages 15 and 17: English language, oral and written—6 semester hours. Literature—6 semester hours.

It is proposed that for teaching in junior high school, a teacher may be certified in any "subject designation named for the secondary school endorsement." It is further proposed that the teacher may have an endorsement for "Language Arts — Social Science" based upon a program to include "broad coverage of all communication arts and of literature, and social studies content suitable for teaching Texas history, civics, and human relations" and "techniques for teaching reading." This "Language Arts — Social Science" endorsement will be valid for "any communications, literature, social studies, or common learning teaching."

On page 28, "subject fields" are recognized for Secondary School endorsements, and the first one listed is English. The program in English (p. 30) is described thus: "literature, structure of language, production of written communication, oral communication, materials and methods for teaching English in secondary schools."

For the Provisional Certificate this report calls for 24 semester hours in English; for the Standard (based upon a fifth year), 36 hours in English; for the Professional (based upon a sixth year), 48 hours in English. A note is added: "Credit used to satisfy General Education and Professional core requirements may not be used here." We interpret this to mean that 12 hours in "English language, oral and written," and "literature" (as listed in the core of general education on pp. 15 and 17) will be earned by the prospective teacher of English in his or her "general education core" and that he or she will then take 24 hours of advanced English. If so, we shall be raising our English major in college from 30 hours (including 18 advanced) to 36 hours. If this is not the correct interpretation, we shall be losing six of our 18 hours of advanced credit now required in English in leading colleges. An effort was made by a few educators and social studies teachers to cut the English requirement from 30 hours to 24, but the proponents of this measure were voted down in the conference.

Calif. CEA

The fall meeting of the Calif. CEA was held at U.C.L.A. on Nov. 17. Newly elected officers: Clarence Sandelin (L.A. State) pres.; Edward Coulson (Santa Monica City College and U.C.L.A.) vice-pres.; (Mrs.) Ruth Newby (Redlands Univ.), sec'y-treas.

PERSONALS

Marcia L. Anderson (Hollins) is this year studying at Columbia and Harvard on a Ford Foundation Fellowship.

John H. Sutherland received his Ph.D. from the U. of Penna. last June. He is now an instructor in the English department at Colby College.

Elizabeth Kessler is now critic teacher in the English department of the Laboratory High School of Georgia Teachers College.

At the Thanksgiving meeting of SAMLA, held in Atlanta, Edward Foster read a paper on three of Maxwell Anderson's recent plays, an interpretation "centered in the mildly existential note which has been apparent since *Key Largo*." He served on the local committee and as chairman of the Criticism Group. Speakers on this group were: Cleanth Brooks (Yale) and H. K. Russell (Univ. of North Carolina.)

Last summer, under New York University auspices, John Holmes gave a course on the personal letter as an art form. He then ran the Writers' Workshop at Chautauqua, with Margaret Widdemer and Carl Carmer as his staff.

Norman Foerster is now making his home at Santa Barbara, Calif. He writes: "I was delighted with Bruce Dearing's 'Tygers.' They certainly burn bright."

To Father Francis P. Donnelley, Fordham, our thanks for his help in publicizing the informal meeting of the New York City CEA members, Pace College, Dec 8. And congratulations and all good wishes on his fiftieth year in the classroom.

Charles Coffin (Kenyon) writes to congratulate us on the October CRITIC, which he thinks "especially good." He adds, concerning the English Section of the Ohio College Association: "Our session last April was really top-rate, and it would have done me a lot of good had it been 'covered' by THE CRITIC's scrutinizing eye."

A card received from Alec Cowie, dated Nov. 12: "Wish I could attend the CEA meetings this year, but it is impractical. Am lecturing in Sweden this year under the Smith-Mundt Act — first semester at Gothenburg and second semester at Lund. Students very responsive and much interested in American literature. Wish you were here in Europe *this* year.

James L. Jackson, formerly at the University of Arkansas, is now a lieutenant at Maxwell Field, Ala., in the P & A Div., Air Command and Staff School. He is engaged in communications work and finds it "very interesting."

Please lend your assistance in behalf of English in the educational meetings being held in your district or elsewhere.

AUTREY NELL WILEY
President, CCTE
Member of the Conferences on Certification, 1950 and 1951

Dr. Percy Hazen Houston, national director of the College English Association and past president of the California CEA, died November 20, at Los Angeles. Charles Cooper's very favorable review of his most recent book, *Our Educational Discontents*, appeared in THE CEA CRITIC for November.

In spite of serious illness, Prof. Houston, after the fashion of the great humanists whom he so addently admired, maintained his teaching schedule until he had to go to the hospital, a week before his death. Through the example of his own energetic and productive life as scholar and teacher, as well as through his pungent contributions to THE CRITIC, and his enthusiastic work for the national CEA and for his own regional CEA affiliate, he has been a shaping force in our society. His death is a real loss.

American Studies Association

According to Professor Carl Bode of the University of Maryland, president of the ASA, interdisciplinary meetings will be held in conjunction with the next national conventions of the Modern Language Association, in Detroit, the Mississippi Valley Historical Association, in Chicago; and the American Sociological Society, in Atlantic City. The Detroit meeting is scheduled for this December; the others will come next year.

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Bureau of Appointments at Detroit

With Albert Madeira in charge, the CEA Bureau of Appointments will again provide, at the Detroit meetings, facilities for interviews between registrants and prospective employers, to whom the data on candidates will be abailable. While registrants in this non-profit Bureau are limited to CEA members, any prospective employer is invited to use its services. The Bureau fee for a twelce-month registration period is three dollars. There are no other charges. Registration *does* not guarantee placement.

For the Detroit meetings, the Bureau of Appointments will set up shop in Room 1317, Hotel Statler. Registrants intending to be available for consultation in Detroit should notify Mr. Medeira at their earliest convenience.

CEA members who are not now Bureau registrants, but who wish to avail themselves of the Bureau services, should inform Mr. Madeira at once, remitting at the same time the twelve-month registration fee of $3.00.

Since the job-placement services of the Bureau are open only to CEA members, those who want to register with the Bureau, but who are not now members, should remit, in addition to the $3.00 registration fee, an annual membership fee of $2.50—$1.00 for dues and $1.50 for subscription to THE CEA CRITIC. Those joining the CEA now will be considered as paid up through 1952.

Some Complications

I much admired Mr. Donald J. Lloyd's recent pull at the bell rope in behalf of the dignity of language teaching within the curriculum in English, and I should very much like to agree with him in his "Snobs, Slobs, and the English Language," if only to range myself with linguistic liberals against the mean-spirited snobs who attack as slobbery any attempt to discover or describe the patterns of language as they presently exist, or to question the rigid prescriptions of the traditionalists. However, I think that Mr. Lloyd has sufficiently overstated his case (albeit perhaps intentionally, for polemical effect) as to do a disservice to what I take to be his own cause. Precisely because I am convinced that Mr. Lloyd is essentially right, I should like to offer some strictures on his position as it is presented in the supplement to the CEA CRITIC for September.

Lloyd's "five simple facts about language" call up the wry old saying that the truth is never simple and rarely pure. In asserting that language is basically speech, it seems to me that Mr. Lloyd is for the moment ignoring the familiar concept of levels of diction. Is it not true that language which successfully communicates complicated ideas and subtle nuances is, and must be, very often written? Do we not, as professional men, ordinarily take to carefully prepared papers and to print when we wish really to be understood? Has Mr. Lloyd not noticed how frail a vessel philosophers find the spoken language for their deliberations? (Like Humpty-Dumpty with the sums, we are doubtful until we see it done on paper.) Colloquial expression, while admittedly rich and colorful in conversation (particularly when refined and selected for the mouths of his characters by a gifted professional writer!), can be distressingly imperfect for writing which must of necessity get on without gesture or intonation, and which may transcend many borders of linguistic geography. And merely to say that the flow of influence is from speech to writing is not to demonstrate that the written language must and should take its standard from the spoken form. Can it not be argued that the full context, the *gestalt* of the written language is the fifteen hundred years of written English, most importantly the last three hundred years of it, while the spoken word is inescapably local and ephemeral?

Language is personal, surely. But is it not significant that conflicts arise even within the intimate framework of the home and the neighborhood? I recently heard the small son of a Professor of Law in a fine Southern University correct the "isn't" he hears in his home to the "ain't" he more often hears from his playmates. Even learning to talk as those close to us talk is not so simple and direct as Mr. Lloyd suggests. And, granted the still limited experience of the best-read man, is not his reading a legitimate part of his experience with language, and does he not have a significant advantage over the illiterate or semi-literate who hears only the contemporary local idiom?

Language changes. But is Mr. Lloyd not taking a somewhat Rousseau-esque view of the process when he implies that any and all such changes are inevitably for the better ("working toward finer tolerances, groping toward finer distinctions, more precise utterance")? Is not he also eighteenth-century-oriented who bids us leave our language alone, on the presumption that natural instinct is to be trusted, and that whatever is said is rightly said? I wonder if Mr. Barzun does not have a point in suggesting that the drift may sometimes be away from precision and efficiency, rather than toward it. Is it not possible that there is a significant distinction between genuine *shift* of meaning of which there are plenty of historical examples, and mere *blunting* of meaning, of which Mr. Barzun affects to find too many contemporary examples?

With respect to the isolations which are reflected in dialects and levels of diction: are there not forces, notably the modern media of mass communication, which tend to reduce the effect of the barriers Mr. Lloyd notes? Is not the educated reader and speaker far less isolated and circumscribed linguistically than the true provincial? Although a Mississippi editor and a Vermont editor might well have difficulty understanding one another's conversation, they would probably find one another's editorials entirely intelligible, however unacceptable.

I wonder also if Mr. Lloyd is not unjustifiably slighting the social implications of language, which are just as much linguistic facts as the great vowel shift. There are real rewards and penalties even outside the composition classroom for speaking and writing in certain ways. One might consider the widespread adoption of synthetic Harvard and Oxford accents, and the advantage over his plumber the English professor enjoys in most social situations, even when he is not specifically recognized as a professor. (This in spite of the signal economic advantage of the plumber, too!)

I have the uneasy feeling that in his essay Mr. Lloyd may have fallen into the fallacy of the excluded middle in opposing standard written English to the common speech of the uneducated, with the implication that the former is tainted with artificiality and founded upon disabling misconceptions about the nature and the history of language, while the latter is not only saltier but sounder. Cheers for Mr. Lloyd for entering the arena against the smug traditionalists, needling them for their ignorance of scientific linguistics and for the dubious authority of their prescriptions. I am constrained to applaud his spirit and admire his weapon (a sharp and witty one indeed); I regret that he has chosen in Mr. Barzun the wrong antagonist, and what seems to me such disadvantageous ground.

BRUCE DEARIN
Swarthmore Colleg

Nat'l. CEA Meeting Good in Unexpected Ways

I think that such meetings usually manage to do most good in rather unexpected ways — for instance, it seems to me probable that the real profit will very likely be that a number of English teachers may hear of the existence of Linguistics. I don't believe that very many of them will be convinced. Also, I'd sort of like to put myself on record as not being one of those spoiling for a fight, even though I am a linguist, and so by definition a radical. My own position on the matter is that if linguists are not interfered with, they at least have the chance to demonstrate the soundness and usefulness of their science, and that the time for the quarrel will be when the results of current and future research have piled up a lot more. Right now about the only thing I would want to fight about is the right to continue the investigation and teaching of straight linguistics, as something which in a preliminary way has demonstrated that it is too important to be neglected.

ARCHIBALD A. HILL
University of Virginia
Sec'y., Linguistic Society of America

ANNUAL CEA MEETING

THURSDAY, 6 P.M. — DECEMBER 27, 1951
Starlight Room — Student Center
Wayne University, Detroit, Michigan

Dinner (informal): $2.75 per plate over-all charge

Open to non-members, who are cordially invited to attend.

Among speakers: Donald Lloyd, author of "Snobs, Slobs, and the English Language," on "Linguistics and the Teaching of English"; Robert A. Hall Jr., professor of Linguistics in the Division of Modern Languages at Cornell, and author of *Leave Your Language Alone*, on "The Contributions of General Linguistics to the Teaching of Language"; Kenneth Knickerbocker (Univ. of Tenn.) and author of *Ideas for Writing*; and Harry Warfel (Univ. of Florida), author of *Noah Webster: Schoolmaster to America*.

Moderator: Albert H. Marckwardt (Univ. of Mich.), Chairman Committee on Linguistic Geography of America (American Dialect Society).

Among other topics: "Assessing the Damage Caused by the Current Crisis in the Profession," and "Charting a Future Course", speaker, Raymond F. Howes, American Council on Education.

Master of Ceremonies, Levette J. Davidson (Univ. of Denver).

Reservations will be placed in order of arrival. They should be addressed, with accompanying remittance of $2.75, to:

"Reservations"
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